

De La Salle Catholic College, Cronulla, Cronulla
Annual School Report to the Community

2016



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Principal

Mr Craig Mooney

ABOUT THIS REPORT

De La Salle Catholic College, Cronulla is registered by the Board of Studies Teaching and Educational Standards (BOSTES), and managed by Sydney Catholic Schools (SCS), the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the College community and Sydney Catholic Schools. This *Report* has been approved by Sydney Catholic Schools in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all Board of Studies Teaching and Educational Standards requirements for Registration and Accreditation.

This *Report* complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

Principal's Message

De La Salle Catholic College is a senior co-educational College founded in the spirit and traditions of Saint John Baptist De La Salle. The College community maintains a strong focus on our Catholic faith and spirituality. This can be witnessed in our prayer life, Lasallian youth ministry, initiatives such as our social justice outreach and retreat programs and providing an environment with strong pastoral care and support.

We are committed to educating and developing the whole person and developing each student's unique gifts and talents. To this end we offer a variety of HSC pathways from the academic through to the vocational.

De La Salle Catholic College Cronulla has built its reputation on academic achievement. We have a proud heritage of outstanding Higher School Certificate (HSC) results that continues to set new standards.

The College also provides an excellent Vocational Education and Training (VET) curriculum for students wishing to improve their future employment opportunities. School-based apprenticeships and traineeships are some of the opportunities offered by the College to assist the students' school to work transition.

Parent Body Message

As parents we involve ourselves within the life of the College by attending Masses and awards presentations, parent teacher nights, College information evenings, Creative and Performing Arts nights for Drama, Music and Visual Arts and the Design and Technology major works exhibition.

Each term we have the opportunity to attend a parent forum at the College. This gives us the opportunity to have a voice and contribute to the development of the College. This year the forums were an opportunity to:

- contribute to discussions as part of the College's cyclic review on two key questions, 'Where are we now in our learning improvement journey, and how did we arrive here?' and 'What are some of the future directions for our journey and how might we get there?'
- offer our insights and ways to enhance the transition process to the Senior High School

- explore and interact with the College's HSC Study Skills website
- listen to a guest speaker on contemporary societal issues confronting teenagers and how to deal with these issues.

Student Body Message

De La Salle Catholic College is a community founded on the Charism of St John Baptist De la Salle. At school we are encourage to develop our faith and talents, show respect for all people and develop a sense of empathy and concern for the poor. The commitment and dedication of our teachers has become evident each day and is teaching us to value education, our school, each other and ourselves. Our experiences at the College have assisted us in developing our relationship with our peers and the staff at the College. We have been given opportunities to grow in our faith through religious celebrations, Year 11 retreat and staff mentoring groups, community day, founder's day and fundraising events for St. Vincent De Paul and Caritas. The College also provides a number of opportunities for us to participate in a variety of sporting, creative expressions and social justice activities throughout the year.

SECTION TWO: SCHOOL FEATURES

De La Salle Catholic College, Cronulla is a Catholic systemic Co-educational College located in Cronulla.

The College was founded by the De La Salle Brothers in 1936. The current senior College structure commenced in 1967 and became a co-educational institution in 1975. As a Lasallian school, the College seeks to provide an environment in which students have the opportunity to reach their full potential and proceed to make a contribution to society.

The College appearance and facilities have been significantly enhanced with the completion of extensive building projects. The Brother Celestine Gavin College library is an ideal place for structured and student directed learning. We are proud of our culture of student voluntary use of this facility, before and after school, and during the school holidays. The College sporting facilities and multi-purpose sporting area have been upgraded allowing for both recreational and teaching use. New sun protection areas have been established. The College grounds present as a beautiful environment appropriate to a senior College.

Founder's Day is held in June and is the major community event each year. Students have the opportunity to participate in a community service program throughout the day. Projects include bay clean up, beachside fun run, and sand dune restoration. Another exciting community activity is our annual "De La's Got Talent" heats, and final concert. We see an array of outstanding student talent and funds raised contribute to our annual donation to Caritas.

The College has strengthened student and staff support for teaching and learning with the ongoing development of a diverse learning needs department. This focuses on working with students with learning difficulties across the full learning spectrum. Whilst seeking to maintain our strong academic standards, reflected by outstanding HSC results, the curriculum has also been further developed to offer three VET courses. These courses offer exciting and practical alternatives, particularly for non Australian Tertiary Admission Rank (ATAR) students. A number of our students also embark on a School Based Apprenticeship and Training (SBAT) pattern of study. This integrates school work and work place training.

Parent partnership is maintained through Parent Forums, held once per term. All parents are invited to attend to meet with the principal and leadership team to discuss contemporary educational and pastoral issues and to assist in planning.

The College does not participate in weekly sports' programs, but all students are given the opportunity to represent the College in football, cricket, rugby league and netball. They also are provided the option of pathways to New South Wales Combined Catholic Colleges (NSWCCC)

and all-school sport representation in the full range of sports. We also participate in the Term 2 local Catholic Schools Debating Competition.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The College caters for students in Year 11 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
226	227	66	453

* Language Background Other than English

Enrolment Policy

The Archdiocese of Sydney has established an [Enrolment Policy for Systemic Catholic Schools](#). Sydney Catholic Schools monitor the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools](#) website.

Student Attendance Rates

The average student attendance rate for 2016 was 95.10%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 11	95.07%
Year 12	95.13%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal’s leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students’ sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Executive Director of Sydney Catholic Schools or designated Sydney Catholic Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes. Year 12 2016	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	23%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Student Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2016 Graduating Class	67%	17%	14%	2%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
41	16	57

* This number includes 35 full-time teachers and 6 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by Sydney Catholic Schools. The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The College held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	Preparation for the school year
Term 2	Staff Spirituality Day-"Catholic School's Identity in Secular Australia"
Term 3	Authentic Learning, Assessment and Adjustments Legislation
Term 4	Improving Academic Language (second tier language) and Peer Observation

De La Salle Catholic College values and supports the ongoing professional development and growth of all staff. Professional development opportunities range from whole school staff days, programs and courses offered by the Sydney Catholic Schools office, Teach meets, subject specific inservices, conferences and subject based meetings. Some members of staff are also currently undertaking tertiary studies to further their academic qualifications

Teacher Standards

The following table sets out the number of teachers who fall into each of the two categories determined by the Board of Studies Teaching and Educational Standards:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	39
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Catholic Schools have a unique role in the evangelising and educating mission of the Church.

The *Archbishop's Charter for Catholic Schools* sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Archbishop of Sydney.

The De La Salle Catholic College community fosters the Lasallian values of faith, community and service. These values, established by St John Baptist De La Salle, are reinforced by the presence of the Brothers in the community. Our Lasallian Youth Minister and Youth Ministry Coordinator engage the students in relevant experiences that deepen their faith and allow them to contribute to the wider community. Our College student leaders spend one week in January at a Lasallian Leaders Retreat. Students also represent the College at the annual gathering of Lasallian Youth. Year 11 students volunteer to train in Lasallian leadership and facilitate a number of reflection days for students at the partner high schools.

Staff members have opportunity to deepen their faith with immersion experiences and pilgrimage opportunities offered by the Sydney Catholic Schools Office (SCS) and the Lasallian Mission Council. On our annual staff spirituality days we reflected on Spirituality in Catholic Education and being Lasallian. These days were facilitated by members of the religious community.

Staff and students were actively involved in a variety of social justice initiatives, many being traditional to the college, with some new activities introduced. The Social Justice Group included a large group of students in Years 11 and 12. Their enthusiasm and leadership saw all members of the College community involved in many initiatives including work for the Lasallian Foundation, Caritas, and St Vincent De Paul.

The Angelus is prayed each day at midday, by every member of our College community. Year meetings and assemblies also begin with a prayer and reflection relevant to the community, world events and Church calendar. Special times in the College and Church calendar are highlighted with a liturgy where students and staff are actively involved in both the preparation and celebration. The College Retreat is a significant opportunity for students to explore their faith and experience prayer and contemplation in a bush land environment.

Many of the social justice initiatives and prayer life are based on our close relationship with the

St Aloysius Cronulla Parish. This is evident in many aspects of College life, including the Catechist program, where consecutive groups of students for the past nine years have volunteered to work with parish members and students at Burraneer Bay Public Primary School. Students are able to give witness to the younger people and demonstrate their faith.

These initiatives have enriched the College community and have been a very clear reflection of the Lasallian values of faith, service and community.

The College follows the Board of Studies Teaching and Educational Standards syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Sydney Catholic Schools. The teaching and learning processes are informed by the Statement on Authentic Learning in Sydney Archdiocesan Schools. Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

De La Salle Catholic College Cronulla plays an important role in the community by providing senior Catholic co-education for students.

The College has a strong record of academic achievement. The College also provides an excellent Vocational Education Training (VET) curriculum including school based apprenticeships/traineeships. Through these programs students who do not have tertiary study as an immediate goal are able to strengthen their school to work opportunities.

The College offers a wide variety of courses and caters for a diverse range of learners offering over thirty Board of Studies Teaching and Educational Standards (BOSTES) mandated and approved HSC courses. These include extension courses in English, History and Mathematics, and vocational education courses in Hospitality, Construction and Business Services. The College now also offers a number of Board endorsed courses such as Sport, Lifestyle and Recreation, Exploring Early Childhood, Big History, Marine Studies and Work Studies.

The College also allows students the opportunity to undertake a range of courses provided by Technical and Further Education (TAFE), Open High School, Saturday School of Community Languages, St. Yon Trade Training Centre and Southern Cross Catholic Vocational College and other external providers.

Preliminary Higher School Certificate (HSC) and HSC Courses are listed below:

Religious Education:

Catholic Studies 1 Unit, Studies of Religion 1 Unit, Studies of Religion 2 Unit

English:

English Studies 2 Unit, English Standard 2 Unit, English Advanced 2 Unit, English Extension I,

English Extension II

Mathematics:

General Mathematics 2 Unit I and II, Mathematics 2 Unit, Mathematics Extension I, Mathematics Extension II

Science:

Biology 2 Unit, Chemistry 2 Unit, Physics 2 Unit, Senior Science 2 Unit

Human Society and Its Environment:

Ancient History 2 Unit, Legal Studies 2 Unit, Modern History 2 Unit, Business Studies 2 Unit, Economics 2 Unit, Geography 2 Unit, Big History 1 Unit, History Extension 1 Unit, Work Studies 1 Unit

Technological and Applied Studies:

Design and Technology 2 Unit, Food Technology 2 Unit, Information Processes and Technology 2 Unit, Software, Design and Development 2 Unit

Creative Arts:

Drama 2 Unit, Music 2 Unit (Course 1), Visual Arts 2 Unit

Personal Development, Health and Physical Education (PDHPE):

PDHPE 2 Unit, Community & Family Studies 2 Unit, Sport Lifestyle and Recreation 2 Unit, Sport Lifestyle and Recreation 1 Unit, Exploring Early Childhood 2 Unit, Exploring Early Childhood 1 Unit, Marine Studies 2 Unit, Marine Studies 1 Unit

Vocational Courses:

Business Services 2 Unit, Construction 2 Unit, Hospitality Operations 2 Unit, Hospitality Specialisation Study 1 Unit.

Higher School Certificate

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2014		2015		2016	
	School	State	School	State	School	State
Studies of Religion I	60%	49%	53%	51%	51%	49%
English (Standard)	11%	8%	7%	8%	18%	13%
English (Advanced)	46%	59%	38%	58%	50%	61%
Mathematics General 2 BDC	28%	25%	33%	26%	40%	25%
Mathematics	52%	54%	55%	52%	56%	52%
Chemistry	44%	46%	21%	41%	61%	40%
Legal Studies	55%	40%	61%	41%	67%	42%
Visual Arts	68%	49%	70%	54%	74%	54%

The College maintains its reputation as a high achieving Secondary College in terms of HSC results. Students and staff maintain a commitment to work together to achieve "personal best" performances, which impact favourably on every student's overall result, including their Australian Tertiary Admission Rank (ATAR). Our students are to be particularly commended on their self-directed learning and utilisation of the College Library before and after school, and in the school holidays. The students' efforts and results were celebrated at the College Opening Mass.

In 2016 the number of students issued with a RoSA	6
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Student Welfare Policy

Pastoral Care at the College is centred on Gospel messages and our interaction with students is based on mutual respect and accepting responsibility for our own actions. This encourages the development of an environment where each individual feels valued and accepted within the school. The College has a Pastoral Care Policy and Procedures document which outlines the following areas: pastoral care, rights and responsibilities, student management, anti-bullying policy, student leadership, absence from school, communication, support interviews for senior students.

This Anti-bullying policy was updated last year in line with the new Sydney Catholic School's policy document and can be accessed on the College website.

The full text of the College's Pastoral Care Policy may be accessed on the College's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College.

The College Discipline Policy forms part of our Pastoral Care Policy and Procedures document which addresses the following areas of student management: uniform and grooming, use of diary, mobile phones, attendance, detention, homework, serious offences, procedural fairness. No changes were made to this policy this year.

Students are informed of their rights and responsibilities as learners at the College. Expectations of students are articulated at assemblies, Year meetings, parent information evenings and through the enrolment agreement. Open communication between parents and staff is encouraged to ensure the best outcomes for student learning and welfare. 'Sense of the Sacred' values are embedded in Key Learning Areas (KLAs) programs and a student counsellor is provided to offer support for those students needing outside assistance.

There have been no changes to the policy this year.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

Anti-Bullying Policy

The Archdiocese of Sydney has established an *Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Archdiocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was reviewed in August 2016 and no changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

Complaints and Grievances Resolution Policy

The Archdiocese of Sydney has established a *Resolution of Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was reviewed in December 2015 and no changes were made to the policy this year.

The full text of the *Resolution of Complaints Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

Initiatives Promoting Respect and Responsibility

Respect and responsibility are only two of the values that are central to the way Catholic schools are conducted. Mutual respect between all members of the College community is emphasised at assemblies, during year meetings and through daily interaction between individuals. As a senior College, students are constantly reminded that they must take responsibility for their actions. This includes making a positive contribution to the wider community.

In 2016 the College calendar included a series of workshops for students and staff that focused on contemporary social issues. These workshops are underpinned by our 'Dignity, Energy, Self-Management, Community, Awareness' (DESCA) policy developed in 2011 and built on over the past five years. This policy has the following elements:

- *Dignity*: have great respect for the people you are with.
- *Energy*: use your gifts freely and with confidence.

- *Self-Management*: be self-managing, self-respectable, and self-motivated.
- *Community*: be warm hearted; speak to others in a gentle, respectful way.
- *Awareness*: build faith; see “the Grace of God” in people and our environment.

The College implements the Sydney Catholic Schools' *School Review and Improvement (SRI) Framework* which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan and informed by the document *New Horizons: Inspiring Spirits and Minds*. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the school administrative office.

Key Improvements Achieved in 2016

The following Key Improvements have been achieved this year:

- Students have been provided with a variety of faith formation and faith in action opportunities offered by the College, Lasallian Mission Council and the Sydney Catholic Schools office.
- A three year Staff Faith Formation framework has been developed and implemented.
- An awards system recognising Academic Success and Academic Effort and Co-Curricula endeavours has been developed and implemented.
- Teaching staff are using data to analyse and inform teaching practice and student development.
- Teacher partnerships are developing, to examine common assessment practices and pilot marking.
- Teach meets occur at the College as a form of professional development of staff and to share innovative pedagogical practices.
- The MindMatters wellbeing program has been implemented to meet the National Safe Schools Framework.
- Authentic Learning and Authentic Assessment documents are now informing teaching and assessment initiatives.
- Two flexible learning spaces have been developed and refurbished to provide opportunities for innovation.

Priority Key Improvements for 2017

The College Leadership team and staff identified the following as key areas of our professional learning focus for 2017:

- Continue to explore the use of data to inform best practice in teaching and learning.
 - Apply Authentic Assessment principles to daily practice.
 - Teaching and learning to encompass ongoing formative assessment.
 - Develop programs to support the new Higher School Certificate course released by the NSW Education Standards Authority teaching and Educational Standards for 2018.
 - Examine ways to provide quality feedback to all stakeholders involved with the College.
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- Provide professional development and training in differentiation to support the diverse learning needs of our students.
 - Examine and implement the key directives of the Sydney Catholic Schools Literacy/Numeracy papers.
 - Establish a principles of teaching and learning framework.

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent Satisfaction

A parent satisfaction survey was conducted to gain feedback and inform future practices at the College. Parents indicated the main reasons for sending their child to De La Salle Catholic College Cronulla was for its Religious Education and faith formation opportunities, academic success in the Higher School Certificate, strong discipline and and pastoral care offered to students. Parents were happy with the level of communication between the College and themselves and indicated they felt welcome at the school. They were very satisfied with the support their son/daughter is receiving at the College and extremely happy with the teaching and learning their child is receiving and the range of subjects and activities offered at the college.

Student Satisfaction

Our students towards the end of the year undertook a student satisfaction survey. Students were very positive in their responses indicating their teachers knew their subject, were well prepared, were prompt in returning work and utilised technology appropriately in the classroom. Students were very satisfied with the pastoral support, safety, relationships with staff, personal support and guidance through the Higher School Certificate and community building events. Students expressed satisfaction with the grounds and facilities, resources and technology at the College. They felt their time at the College was enjoyable and rewarding and was a place where they were respected and treated as young adults.

Teacher Satisfaction

Staff completed a satisfaction survey and were very positive about the faith formation opportunities offered at the College, the professional development opportunities, the sharing of professional learnings and the new awards systems recognising student effort, participation in co-curricula activities as well as academia. Staff were also pleased with the collaborative approaches in Key Learning Area's (KLA's) and the mutually supportive environment in which they work.

SECTION ELEVEN: FINANCIAL STATEMENT

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2016 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants ¹	\$4,159,813	Capital Expenditure ⁶	\$364,709
Government Capital Grants ²	\$0	Salaries and Related Expenses ⁷	\$5,656,960
State Recurrent Grants ³	\$1,350,365	Non-Salary Expenses ⁸	\$1,574,470
Fees and Private Income ⁴	\$2,297,881	Total Expenditure	\$7,596,139
Other Capital Income ⁵	\$257,607		
Total Income	\$8,065,666		

For the 2016 year the De La Salle Catholic College, Cronulla received \$77,851 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.